



## 7<sup>th</sup> Grade Ancient History Scope and Sequence

Unit	Block Days	Trad. Days	Unit Overview	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading for Literacy in Social Studies Standards	Common Core Writing for Literacy in Social Studies Standards
<b>Unit 1</b> <b>Early Humans</b>	13 days	26 days	Students trace the emergence of civilization, considering the ways humans adapted to their environments depending on the natural resources available. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.	7.2, 7.3.4 Agriculture, Hammurabi's code	7.1.1-7.1.5, 7.3.1, 7.3.2	GS.5, GS.9 Migration, Interaction between humans and natural systems	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.10 Cite evidence, Summarize, Vocab, Complex texts	WHST.6-8.8a, WHST.6-8.8c, WHST.6-8.8a Use print and digital sources, Determine value of a source, Brainstorming, Outlining
<b>Unit 2</b> <b>Ancient Egypt and Israel</b>	15 days	30 days (End of 1 <sup>st</sup> advisory 11/2)	Students explore the Ancient Egyptian and Hebrew peoples, focusing on how societies and religion operate in reciprocal relationships. Students deepen their analyses of sources, using research and pre-writing skills to write historical narratives with effective introductions, conclusions, and transitions.	7.3.5, 7.7.2, 7.7.3 Polytheism, Hebrews, Judaism	7.3.3, 7.3.6-7.3.11, 7.6.1-7.6.5, 7.7.1, 7.7.4-7.7.6	HCI.12, GS.2 Primary and secondary sources, Maps	RH.6-8.1, RH.6-8.2, RH.6-8.9, RH.6-8.10 Cite evidence, Summarize, Primary and secondary sources, Complex texts	WHST.6-8.2ai, WHST.6-8.2f, WHST.6-8.2ci, Write intro, Write conclusion, Use transitions
<b>Unit 3</b> <b>Civilization and Religion in India</b>	10 days	20 days	Students consider how civilizations in India emerged along river valleys because of favorable geographic conditions. They also compare the common characteristics of early Indian societies, including of government, social structure, politics, religion, writing, and art. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.	7.4.2, 7.4.4, 7.10.1, 7.10.3 Harappan civilization, Caste system, Hinduism, Buddhism	7.4.1, 7.4.3, 7.4.5, 7.10.2, 7.10.4, 7.10.5	HCI.1, HCI.2 Major events, Timelines	RH.6-8.1, RH.6-8.3, RH.6-8.6, RH.6-8.10 Cite evidence, Cause/effect. Point of view, Complex texts	WHST.6-8.1ai, WHST.6-8.1cii, WHST.6-8.1bi, WHST.6-8.1bii Write thesis, Write sub-theses, Use evidence in body paragraphs, Evaluate evidence

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<b>Unit 4 Ancient Greece, from Tyranny to Democracy</b>	15 days (End of 1 <sup>st</sup> Advisory 11/2 End of 3 <sup>rd</sup> Advisory 3/29)	30 days (End of 2 <sup>nd</sup> Advisory 1/25)	Students explain the influence of Ancient Greece on the modern world, specifically the power of people in shaping government. Students also recognize the importance of charismatic leaders and military conquest in cultural diffusion. Students read primary source accounts from political leaders, using evidence to support claims in a thesis-based essay.	7.8.3, 7.8.9 Political developments, Alexander the Great	7.8.1, 7.8.2, 7.8.4-7.8.8, 7.8.10	HCI.5, HCI.10 Continuity, Opinion and fact	RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	WHST.6-8.8b, WHST.6-8.8e, WHST.6-8.2bii, WHST.6-8.8f, WHST.6-8.5c, WHST.6-8.5b Conduct advanced searches, Avoid plagiarism, Use quotations, Use citations, Edit writing, Revise writing
<b>Unit 5 Roman Republic and Empire</b>	15 days	30 days (End of 3 <sup>rd</sup> Advisory 3/29)	Students describe Republican influences on modern civilization. They also explore the Roman Empire, including the cycles of order and disorder and the decline that often follows imperial expansion. Students learn to edit one another's writing and use feedback to make revisions for a final draft.	7.9.3, 7.9.4, 7.9.6 Roman Republic, Empire, Religion	7.9.1, 7.9.2, 7.9.5, 7.9.7-7.9.10	HCI.2, GS.3 Timelines, Empire	RH.6-8.1, RH.6-8.5, RH.6-8.8, RH.6-8.10 Cite evidence, Structure, Argument, Complex texts	
<b>Unit 6 Chinese Civilization</b>	12 days (End of 2 <sup>nd</sup> Advisory 1/25 End of 4 <sup>th</sup> Advisory 6/20)	24 days (End of 4 <sup>th</sup> Advisory 6/20)	Students trace the development of civilization and dynasty in China, focusing on the importance of geography. Students study how societies and religion shape each other, as well as the power of political organization, trade, and technology. Students publish their research papers using an online medium.	7.5.2, 7.5.4, 7.11.2, 7.11.3 Chinese societies, Shang dynasty, Han Dynasty, Confucianism	7.5.1, 7.5.3, 7.5.5, 7.11.1, 7.11.4, 7.11.5	HCI.3, HCI.15, GS.3 Central issues, Generalizations, Empire	RH.6-8.1, RH.6-8.7, RH.6-8.10 Cite evidence, Integrate different info types (visuals, text), Complex texts	WHST.6-8.6 Use technology to publish writing, present ideas clearly, efficiently

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<p><b>Unit 1</b> <b>Early Humans</b></p> <p><i>Block: 13 days</i> <i>Traditional: 26 days</i></p> <p>Students trace the emergence of civilization, considering the ways humans adapted to their environments depending on the natural resources available. Students read complex primary sources, summarizing based on evidence while developing historical vocabulary. Students learn research and pre-writing skills.</p>	<p><b>7.2:</b> Describe how the development of agriculture related to village settlement, population growth, and the emergence of civilization (e.g., prehistoric art of the cave of Lascaux, the megalithic ruin of Stonehenge, the Stone City of Great Zimbabwe).</p> <p><b>7.3.4:</b> Understand the significance of Hammurabi's Code and the basic principle of justice contained within the code.</p>	<p><b>7.1.1:</b> Trace the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.</p> <p><b>7.1.2:</b> Locate human communities that populated the major regions of the world, and identify how humans adapted to a variety of environments.</p> <p><b>7.1.3:</b> Explain the evidence supporting hominid origin in East Africa.</p> <p><b>7.1.4:</b> Articulate the theoretical basis for modern human evolution that led to migration out of Africa, first to Europe and Asia, and later to the Americas and Australia.</p> <p><b>7.1.5:</b> Describe the characteristics of hunter-gatherer societies of the Paleolithic Age (e.g., use of tools and fire, hunting weapons, and typical division of labor by gender).</p> <p><b>7.3.1:</b> Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations.</p> <p><b>7.3.2:</b> Trace the development of agricultural techniques (e.g., plant cultivation, domestication of animals) that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p>	<p><b>GS.5:</b> Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.</p> <p><b>GS.9:</b> Students explain the effects of interactions between humans and natural systems, including how humans depend on natural resources and adapt to and affect the natural environment.</p>	<p><b>RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.8a:</b> Gather relevant information from multiple print and digital sources.</p> <p><b>WHST.6-8.8c:</b> Assess the credibility and accuracy of each source.</p> <p><b>WHST.6-8.5a:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning.</p>

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<p><b>Unit 2</b>  <b>Ancient Egypt and Israel</b></p> <p><i>Block: 15 days</i>  <i>Traditional: 30 days</i>  <i>(End of 1<sup>st</sup> Advisory 11/2)</i></p> <p>Students explore the Ancient Egyptian and Hebrew peoples, focusing on how societies and religion operate in reciprocal relationships. Students deepen their analyses of sources, using research and pre-writing skills to write historical narratives with effective introductions, conclusions, and transitions.</p>	<p><b>7.3.5:</b> Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt.</p> <p><b>7.7.2:</b> Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples.</p> <p><b>7.7.3:</b> Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; practice of the concepts of righteousness and justice; and importance of study.</p>	<p><b>7.3.3:</b> Identify the location of the Kush civilization and its political, commercial, and cultural relations with Egypt.</p> <p><b>7.3.6:</b> Understand the significance of Egyptian rulers Amenemhat, Queen Hatshepsut, and Ramses the Great.</p> <p><b>7.3.7:</b> Understand the contribution of Egyptian intellectual thought, including the moral teachings of Ptahotep (the Wisdom Texts), contributions in mathematics (Rhind Mathematical Papyrus), and religion (Pyramid texts).</p> <p><b>7.3.8:</b> Explain the relationship of pharaohs to peasants as a primary form of labor in Egypt.</p> <p><b>7.3.9:</b> Describe the main features of Egyptian art and monumental architecture, particularly sculptures, such as the Pyramids and Sphinx at Giza.</p> <p><b>7.3.10:</b> Trace the evolution of language, its written forms (for record keeping, tax collection, and more permanent preservation of ideas), and the invention of papyrus in the early river civilizations.</p> <p><b>7.3.11:</b> Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley.</p> <p><b>7.6.1:</b> Describe the Olmec's highly developed agricultural system.</p> <p><b>7.6.2:</b> Explain its complex society that is governed by kings and priests with impressive ceremonial centers and artworks.</p>	<p><b>HCI.12:</b> Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.</p> <p><b>GS.2:</b> Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.</p>	<p><b>RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.9:</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RH.6-8.10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.2a.i:</b> Introduce a topic clearly, previewing what is to follow.</p> <p><b>WHST.6-8.2f:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>WHST.6-8.2c.i:</b> Use appropriate and varied transitions to create cohesion.</p>

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<b>Unit 2</b> <b>Ancient Egypt and Israel</b> (continued)	(see previous page)	<p><b>7.6.3:</b> Describe the creation of syllabic and hieroglyphic writing systems and an accurate calendar.</p> <p><b>7.6.4:</b> Explain the religious traditions, including the worship of gods, goddesses, and Shamanistic rituals.</p> <p><b>7.6.5:</b> Describe characteristics of the Olmec architecture, sculpture, and stone carvings, such as the colossal heads.</p> <p><b>7.7.1:</b> Identify the location of ancient Israel.</p> <p><b>7.7.4:</b> Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</p> <p><b>7.7.5:</b> Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.</p> <p><b>7.7.6:</b> Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.</p>	(see previous page)	(see previous page)	(see previous page)

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<p><b>Unit 3</b> <b>Civilization and Religion in India</b></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students consider how civilizations in India emerged along river valleys because of favorable geographic conditions. They also compare the common characteristics of early Indian societies, including of government, social structure, politics, religion, writing, and art. Students read complex texts and analyze textual structure to determine meaning prior to writing a thesis-based essay.</p>	<p><b>7.4.2:</b> Identify the origins of Indus or Harappan civilization in the Indus Valley, and describe how the major river system and the physical setting supported the rise of the civilization.</p> <p><b>7.4.4:</b> Describe the development of Sanskrit literature and its relationship to the development of the caste system.</p> <p><b>7.10.1:</b> Identify the major beliefs and practices of Brahmanism and how they evolved into early Hinduism.</p> <p><b>7.10.3:</b> Describe the story and teachings of the Buddha.</p>	<p><b>7.4.1:</b> Locate the early civilization of the Indus Valley.</p> <p><b>7.4.3:</b> Describe the Vedic hymns and the beginnings of what would later become Hinduism.</p> <p><b>7.4.5:</b> Identify the causes of the decline and collapse of this civilization (the first successive waves of Aryans invade portions of the subcontinent).</p> <p><b>7.10.2:</b> Explain the growth of the Mauryan Empire in the context of rivalries among Indian states.</p> <p><b>7.10.4:</b> Describe the achievements of the emperor Ashoka and his contribution to the expansion of Buddhism in the Indian subcontinent.</p> <p><b>7.10.5:</b> Describe the growth of trade and commerce in the ancient civilization.</p>	<p><b>HCI.1:</b> Students explain how major events are related to one another in time.</p> <p><b>HCI.2:</b> Students construct various time lines of key events, people, and periods of the historical era they are studying.</p>	<p><b>RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.3:</b> Identify key steps in a text's description of a process related to history/ social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6-8.6:</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>RH.6-8.10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.1ci:</b> Introduce claim(s) about a topic or issue.</p> <p><b>WHST.6-8.1c.ii:</b> Clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>WHST.6-8.1b.i:</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text.</p> <p><b>WHST.6-8.1b.ii:</b> Support claim(s) using credible sources.</p>

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<p><b>Unit 4</b>  <b>Ancient Greece, from Tyranny to Democracy</b></p> <p><i>Block: 15 days  (End of 1<sup>st</sup> Advisor. 11/2  End of 3<sup>rd</sup> Advisory 3/29)  Traditional: 30 days  (End of 2<sup>nd</sup> Advisory 1/25)</i></p> <p>Students explain the influence of Ancient Greece on the modern world, specifically the power of people in shaping government. Students also recognize the importance of charismatic leaders and military conquest in cultural diffusion. Students read primary source accounts from political leaders, using evidence to support claims in a thesis-based essay.</p>	<p><b>7.8.3:</b> Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration).</p> <p><b>7.8.9:</b> Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.</p>	<p><b>7.8.1:</b> Identify the location of Ancient Greece.</p> <p><b>7.8.2:</b> Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p><b>7.8.4:</b> Explain the democratic political concepts developed in ancient Greece (i.e., the polis or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law).</p> <p><b>7.8.5</b> State the key differences between Athenian, or direct democracy, and representative democracy.</p> <p><b>7.8.6.</b> Outline the founding, expansion, and political organization of the Persian Empire.</p> <p><b>7.8.7</b> Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop’s Fables</i>.</p> <p><b>7.8.8</b> Compare and contrast life in Athens to Sparta, with emphasis on the daily life of women and children, the games and sports of the Olympiad, the education of youths, the trial of Socrates, and their roles in the Persian and Peloponnesian Wars.</p> <p><b>7.8.10:</b> Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras, Aristotle, Euclid, Euripedes, and Thucydides).</p>	<p><b>HCI.5:</b> Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</p> <p><b>HCI.10:</b> Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.</p>	<p><b>RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6-8.8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RH.6-8.10:</b> By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.8b:</b> Use search terms effectively.</p> <p><b>WHST.6-8.8e:</b> Avoid plagiarism.</p> <p><b>WHST.6-8.1b.ii:</b> Support claim(s) using credible sources.</p> <p><b>WHST. 6-8.8f:</b> Follow a standard format for citation.</p> <p><b>WHST.6-8. 5c:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by editing.</p> <p><b>WHST.6-8. 5b:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.</p>



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<p><b>Unit 5</b> <b>Roman Civilization</b></p> <p><i>Block: 15 days</i> <i>Traditional: 30 days</i> <i>(End of 3<sup>rd</sup> Advisory 3/29)</i></p> <p>Students describe Republican influences on modern civilization. They also explore the Roman Empire, including the cycles of order and disorder and the decline that often follows imperial expansion. Students learn to edit one another's writing and use feedback to make revisions for a final draft.</p>	<p><b>7.9.3:</b> Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.).</p> <p><b>7.9.4:</b> Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p><b>7.9.6:</b> Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R)</p>	<p><b>7.9.1:</b> Locate and describe the major river system and the physical setting that supported the rise of this civilization and the expansion of its political power in the Mediterranean region and beyond through the use of currency and trade routes.</p> <p><b>7.9.2:</b> Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.</p> <p><b>7.9.5:</b> Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.</p> <p><b>7.9.7:</b> Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p> <p><b>7.9.8:</b> Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law.</p> <p><b>7.9.9:</b> Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.</p> <p><b>7.9.10:</b> Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire.</p>	<p><b>HCI.2:</b> Students construct various time lines of key events, people, and periods of the historical era they are studying.</p> <p><b>GS.3:</b> Students create maps that show the growth and decline of empires.</p>	<p><b>RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6-8.8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RH.6-8.10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.8b:</b> Use search terms effectively.</p> <p><b>WHST.6-8.8e:</b> Avoid plagiarism.</p> <p><b>WHST.6-8.1b.ii:</b> Support claim(s) using credible sources.</p> <p><b>WHST. 6-8.8f:</b> Follow a standard format for citation.</p> <p><b>WHST.6-8.5c:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by editing.</p> <p><b>WHST.6-8.5b:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by revising.</p>



Unit Information	DC Content Power Standards	DC Content Supporting Standards	DC Historical and Social Studies Skills Standards	Common Core Reading Standards for Social Studies	Common Core Writing Standards for Social Studies
<p><b>Unit 6</b> <b>Chinese Civilization</b></p> <p><i>Block: 12 days</i> <i>(End of 2<sup>nd</sup> Advisory 1/25, End of 4<sup>th</sup> Advisory 6/20)</i> <i>Traditional: 24 days</i> <i>(End of 4<sup>th</sup> Advisory 6/20)</i></p> <p>Students trace the development of civilization and dynasty in China, focusing on the importance of geography. Students study how societies and religion shape each other, as well as the power of political organization, trade, and technology. Students publish their research papers using an online medium.</p>	<p><b>7.5.2:</b> Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies.</p> <p><b>7.5.4:</b> Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion.</p> <p><b>7.11.2:</b> Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and internal political stability and its influence outside of China.</p> <p><b>7.11.3:</b> Understand the life of Confucius; the fundamental teachings of Confucianism, Daoism, and Legalism; and how Confucius sought to solve the political and cultural problems prevalent in the time.</p>	<p><b>7.5.1:</b> Identify the location of the early Chinese agrarian societies that emerged.</p> <p><b>7.5.3:</b> Identify the uses and significance of bronze making technology.</p> <p><b>7.5.5:</b> Describe the development of a writing system based on ideographs of characters that symbolize conceptual ideas.</p> <p><b>7.11.1:</b> Explain China's reunification under the Qin Dynasty after the disunification of the warring states period.</p> <p><b>7.11.4:</b> Explain the adoption of Buddhism and its diffusion northward to China during the Han Dynasty.</p> <p><b>7.11.5:</b> Describe the foreign trade through the Silk Roads and the sea.</p>	<p><b>HCI.3:</b> Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p><b>HCI.15:</b> Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.</p> <p><b>GS.3:</b> Students create maps that show the growth and decline of empires.</p>	<p><b>RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>WHST.6-8.6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>